**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:** 1st | | | **Date(s)**: |
| **Unit Title:** Count to 120 | | | | **Corresponding Unit Task:** Students should be able to can count and recognize numbers to 120. | | |
| **Essential Question(s):** Why is counting by 10 helpful? How do you bundle amounts? Why is bundling important? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * Projector * Document camera * Apples or some other type of fruit with seeds * Sunflower seeds | | **Student:**   * Laminated ten frames * Math journals | | | Counting on  Group  bundle | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 1.NBT.1:** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. | | | | | |
| **I Can Statement(s):**  I can count by 10’s.  I can group objects different ways to help me count. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Gather students on the carpet, on the projector show students the counting by tens game: <http://illuminations.nctm.org/ActivityDetail.aspx?ID=218>. Work problems together with the class. Discuss why making sets of tens of helpful in counting. | | | | | |
| **Teacher Directed:** Set out apples or other fruits or vegetables. Have you ever cut open an apple? What’s inside? How many seeds do you think are in the apple? Ask fro a show of hands: those who think there are about 5 seeds, those who think are about 10 and about 50. Do you think all these apples have the exact same number of seeds? Which one do you think has the most? Why? Cut open the apple and count as a class how many seeds are in the apple. Ask students to the think pair and share how could they group the seeds to help them count them easier? Share responses. Model how to place the seeds in a ten frame and count the seeds using the tens frame. | | | | | |
| **Guided Practice:** Group or pair students and cut the fruit open. Pairs will remove and arrange, and count the seeds. They will bundle and group the seeds three different ways with their partner. Record the ways they bundle in math journal. | | | | | |
| **Independent Practice:** Using a large tub of sunflower seeds students will individually grap a handful of seeds. They will count the seeds and bundle them in groups of tens. They will show three different ways bundle them. Record in math journals. | | | | | |
| **Closing/Summarizing Strategy:** Have a few come up to the document camera and share their different ways they bundled their seeds. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Give groups more than 50 seeds(mini pumpkins, pomegranates). * Have students bundle more than 3 ways. | | | * Give students less than 50 seed fruits (apples, snow peas, slice of melon, or cucumber). * Use a ten frame or five’s frame to help students make bundles. | | | * Give students less than 50 seed fruits (apples, snow peas, slice of melon, or cucumber). * Use a ten frame or five’s frame to help students make bundles. |
| **Assessment(s):** During independent practice, check student’s math journals for understanding. Observe if students are able to bundle in different ways. | | | | | | |
| **Teacher Reflection:** (Next steps?)   * What went well? * Student understandings/misconceptions * Specific notes about students’ thinking * What do I need to reteach/review tomorrow or in the future? * New ideas or changes for next time | | | | | | |